

- in the middle of the lesson to add dynamics and interactivity to the lesson;
- at the end of the lesson to consolidate new material and control the level of mastering the topic;
- as homework, followed by a short summary;
- during independent work of students for a deeper study of the topic.

Creating your own video lesson is preferable, but requires special training from the teacher. The use of ready-made video lessons from YouTube will help students get acquainted with different teaching styles, formats of information presentation and pronunciation, which, in turn, will increase the level of assimilation of the material, since the use of visual and auditory quality content increases the assimilation of the material up to 65% [2].

Literature:

1. Ралітна І.А. Використання відеоуроків для формування наукового стилю мовлення у іноземних студентів при викладанні природничо-наукових дисциплін / Тези доповідей XXVIII міжнародної науково-практичної конференції MicroCAD-2020, ч. IV. ISSN 2222-2944. Інформаційні технології: наука, техніка, технологія, освіта, здоров'я. 2020. – С. 289.

2. Відеоурок: характеристика и методика проведення. – Режим доступа: [www / URL: https://www.oo.my1.ru/_tbkp/videourok.docx](http://www.url: https://www.oo.my1.ru/_tbkp/videourok.docx) – 21.04.2016. – Загл. с экрана.

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QUALITY EDUCATION WHEN L2 TEACHING

In the context of Ukraine's integration into the international scientific and educational space, teaching foreign languages (especially English, the language of international communication) is not just part of fundamental education, but one of the means to expanding the mobility of students for enrichment with European experience and increasing their competitiveness in the European and world labor markets.

Improving the quality of teaching a foreign language at a higher technical school should be provided with support in motivation the purpose of which is to increase students' interest in language acquisition through explanatory work on the role of knowledge of foreign languages in increasing the competitiveness and mobility of graduates, as well as the introduction of incentive measures by the university administration.

According to a glossary of UNESCO's International Institute for Educational Planning (IIEP), two principles characterize most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems; the second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development [1].

To take steps to implement the above principles of quality education when L2 teaching, in 2019–2020 academic year, a survey among 45 Turkish students of International Education Faculty of National Technical University “Kharkiv Polytechnic Institute” (NTU “KhPI”) was conducted.

The study was supposed to focus on solving the following tasks:

- to determine the degree of motivation of students to study foreign languages;
- to investigate the correspondence of knowledge of a foreign language acquired during training to the previous expectations of students;
- to determine whether students are provided with sufficient knowledge of a foreign language (both for general purposes and their professional activity);
- to determine the readiness of students to study a foreign language for their profession;
- to explore the advantages and disadvantages of organizing the educational process in a foreign language;
- to explore the most effective forms of cooperation between foreign language teachers and students;
- to find out the opinion of students regarding the level of teaching a foreign language in general;
- to investigate the readiness of students to participate in scientific work taking into account the knowledge in a foreign language acquired at the university;
- to determine the possibilities of students with work experience in implementation of the acquired knowledge of a foreign language in practice;
- to find out the possibilities of students to find a desired job in the labor market and their competitiveness with other specialists (taking into account the knowledge in a foreign language obtained at the university);
- to determine the prospects for student mobility in the world labor markets.

According to students' answers, most of those surveyed consider an understanding of the need for knowledge of a foreign language for further work (35%) and the need for every educated person to know English (20%) as personal motives in learning a foreign language. Almost 25% of the respondents think that English is a means of satisfying their extracurricular interests, and 16% study it as a compulsory discipline with which they want to have a good grade or credit. 11% of the respondents study English outside the university (due to lack of progress in the university English program), and about 25% study Russian because they need it for communication in everyday life. Most of the students spend either less than one hour a week (40%), or up to two hours (35%) preparing their homework in English. Only 15% say they work more than two hours a week on English at home, and about 10% of the respondents say they do not do their homework at all.

About 80% of the respondents think that their knowledge in English has improved during their studies at the university; however, more than half of them note an insignificant degree of these improvements. The level of teaching English is assessed by 60% of the surveyed students as high, about 30% – as average, and 5% – low. As for the level of knowledge in English obtained at Turkish schools, 60% of the respondents consider this level insufficient and about 30% – sufficient.

The fact that knowledge of English helps to deepen knowledge of the specialty is confirmed by 44% of respondents, and 23% deny it. Among the additional resources used by students to find the necessary information on their specialty, the most popular are Internet resources; study guides and text-books in a foreign language are widely used too.

About 40% of the respondents assess their level of proficiency in English as average, 22% – as above average, 25% – as below average, and 5% – low. 62% of those reviewed estimate the knowledge of the English language which they receive at NTU “KhPI” as insufficient for their future professional activities; however, most of the students consider their level of English language proficiency to be appropriate for studying abroad (54%). The most effective forms of cooperation between foreign language teachers and learners are on-line consultations, podcasts, class discussions and Problem-Based Learning (PBL).

Thus, a significant number of students have personal motivation to study foreign languages not only at the university, but also outside it. However, the need for further work in this direction is obvious: students are little motivated to improve their own professional knowledge or scientific activity which today is impossible without knowledge of foreign languages. The prospects of studying abroad are attractive for most students, but they do not have significant weight as a factor in learning a foreign language. In general, students note the improvement in their knowledge of English during their studies at the university and realize the lack of their own diligence in working in classrooms and at home. The level of teaching is assessed by them as high and average, and school knowledge – as often insufficient to study at university.

The obtained data is taken into account by the teaching staff of the Department of Humanities of NTU “KhPI” working with international students for the development and updating of educational and methodological materials and planning measures to improve the level of study and teaching of the English language at a higher technical school. The experience of conducting sociological surveys by the department confirms their importance as a form of cooperation between teachers and students, the sources of information for assessing the quality of the educational process, and a means of quality management. In the future, it is necessary to continue to develop the sociological research to study the factors of influence on the quality of language training at the university.

References:

1. UNESCO’s International Institute for Educational Planning. Learning Portal. Planning education for improved learning outcomes [Electronic resource]. URL: <https://learningportal.iiep.unesco.org/en/glossary/q>.

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METHODOLOGICAL PRINCIPLES OF USING EFFECTIVE INNOVATIVE MODELS OF TEACHING FOREIGN STUDENTS

Traditionally, most of the foreign students who come to study at the universities of Ukraine undergo pre-university training at the Faculty of International Education. Pre-university training of foreign students is aimed at ensuring high-quality training of students at the university, the formation and development of skills in all types of speech activity, taking into account a specific profile of education and professional training. This is one of the urgent problems in the system of foreign language education, the solution of which lays the foundation for the successful training of future specialists.